DOCUMENT RESUME

ED 368 534 RC 019 611

AUTHOR	Kirkness, Verna J.; Bowman, Sheena Selkirk
TITLE	First Nations and Schools: Triumphs and Struggles.
INSTITUTION	Canadian Education Association, Toronto (Ontario).
REPORT NO	ISBN-0-920315-54-2
PUB DATE	92
NOTE	136p.; Also published in French under the title "Les ecoles des premieres nations: Luttes et triomphes."
AVAILABLE FROM	Canadian Education Association, Suite 8-200, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V5 ($15 each; over 25 copies, 10 percent discount).
PUB TYPE	Books (010) -- Reports - Research/Technical (143) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*American Indian Education; *Canada Natives; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Institutional Mission; Parent Participation; *School Surveys; Tribally Controlled Education
IDENTIFIERS	*Canada; *Culturally Relevant Curriculum

ABSTRACT

This report presents information on current developments in First Nations education in Canadian schools. A historical overview discusses traditional First Nations education, education provided by missionaries and the federal government, integration into provincial schools in the 1950s, and movement toward Indian controlled education. In 1971, a national policy paper "Indian Control of Indian Education" (ICIE) demanded local control and parental participation in First Nations education, focusing on the need for community-determined, culturally appropriate programs and curriculum, increases in the numbers of Indian teachers and counselors, and improvement of educational facilities. In 1991, a survey of 458 schools compared the current state of First Nations education with ICIE policy recommendations. The schools included 333 public schools, 74 separate (Catholic) schools, 39 band schools, and 8 federal schools; almost half were located in Ontario and British Columbia. Survey questions were broadly phrased and covered: (1) mission or policy statements related to First Nations education; (2) programs and courses reflecting First Nations culture and issues; (3) local development of curriculum and resource materials; (4) teaching of First Nations languages; (5) plans for development of curriculum and materials; (6) parent and community involvement; and (7) progress and problems of First Nations students. Documents from federal and provincial education departments describe current initiatives in Native education. Appendices include texts of policy recommendations in national reports, sample mission statements of schools, and a sample Native Studies course. Also includes photographs. (Contains 57 references.) (SV)